

TITLE: Transformational Leadership Characteristics and Achieving Styles of Selected Student Leaders

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OBJECTIVE: To assess aspects of transformational and transactional leadership among fraternity and sorority student leaders.

METHODOLOGY: Population were greek chapter presidents at the University of Missouri, who completed the LPI-Student and the Achieving Styles Inventory (Lipman-Blumen, 1988). Responses were received from 10 sorority (67%) and 18 fraternity (64%) chapter presidents. LPI-Constituents were returned from 41 sorority and 88 fraternity members. Eight fraternity presidents were juniors, and the remaining sample were seniors. Average age was 21 years, with a GPA of 3.09 for the men and 3.26 for the women.

KEY FINDINGS: For the LPI, only scores on Inspiring, Enabling, and Encouraging were used to assess transformational leadership. There were no statistically significant differences between Self and Constituent scores on any of these three leadership practices. The LPI scores (self and constituents combined) for females were significantly higher on Enabling and Encouraging than those for males, while there was no difference on Inspiring (unpublished data revealed no differences by gender on Challenging or Modeling). The only relationship between scores on the Achieving Styles Inventory scores and the LPI which was statistically significant was between Enabling and the relational (not the direct or instrumental) variable.